



Lloyd-Kennedy Charter School

222 Beaufort Street, NE

Aiken, South Carolina

Grades	5-8 Middle School	
Enrollment	31 Students	
Principal	Keisha Lloyd-Kennedy	803-644-4824
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	Average
2004	At-Risk	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

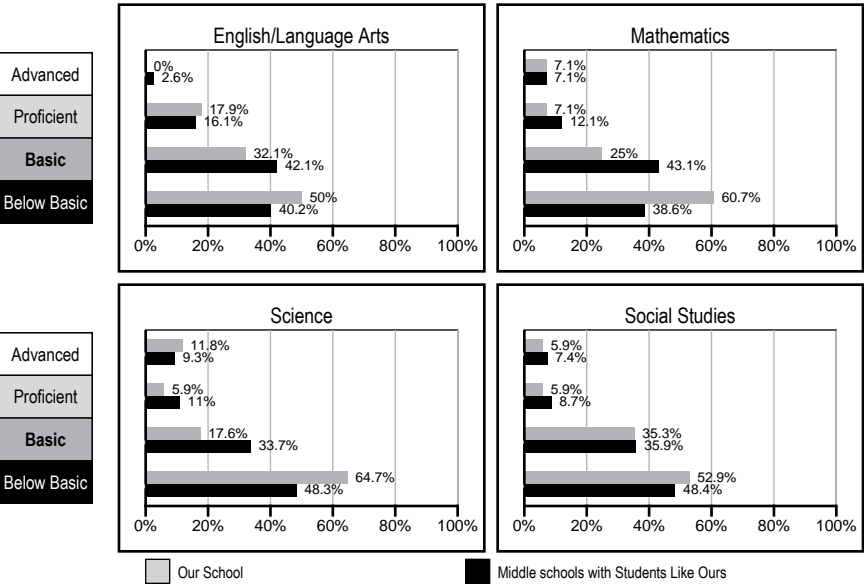
92.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	11	27

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	91.7
English 1	100.0	90.7
Physical Science	0	7.9
All Subjects	100.0	89.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=31)				
Students enrolled in high school credit courses (grades 7 & 8)	11.8%	N/R	11.6%	19.4%
Retention rate	9.7%	Down from 16.7%	2.6%	1.8%
Attendance rate	96.4%	Up from 93.0%	95.2%	95.8%
Eligible for gifted and talented	9.4%	Up from 4.8%	7.4%	15.3%
With disabilities other than speech	18.8%	Up from 14.3%	13.9%	12.9%
Older than usual for grade	6.5%	Up from 2.9%	6.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=6)				
Teachers with advanced degrees	0.0%	No Change	52.9%	55.0%
Continuing contract teachers	0.0%	N/A	55.6%	70.6%
Teachers with emergency or provisional certificates	66.7%	No Change	18.2%	5.4%
Teachers returning from previous year	N/A	N/A	77.0%	83.4%
Teacher attendance rate	96.8%	Down from 97.7%	94.8%	94.9%
Average teacher salary	N/A	I/S	\$43,071	\$44,706
Professional development days/teacher	4.2 days	N/R	11.7 days	11.8 days
School				
Principal's years at school	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	6.8 to 1	N/R	16.8 to 1	20.1 to 1
Prime instructional time	93.9%	Up from 92.8%	88.6%	89.3%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.2%	N/R	95.7%	98.0%
Character development program	Excellent	N/R	Good	Good
Dollars spent per pupil*	N/A	N/A	\$8,026	\$7,097
Percent of expenditures for instruction*	N/A	N/A	63.3%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	56.9%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of the Lloyd Kennedy Charter School (LKCS) is to help those students who are academically, personally and /or socially at-risk. We provide our students with a nurturing environment, individualized learning, small class sizes, and one-on-one instruction. We understand there are various types of students. Some children excel academically, but struggle socially. Other children may be very personable, yet, fail to overcome academic delays which broaden their achievement gap. Specifically, the LKCS targets students who are frustrated and have virtually given up on scholastic excellence. We believe it is imperative these children are reached by the school system, as they represent our future.

Typically, the majority of our student population is comprised of children who traditionally score below basic on PACT and are performing below grade level. Yet, our program makes huge gains with these students as evidenced in their educational advancement and increased numerical scores on standardized tests. Although their improvement from below-basic to basic on PACT might be viewed as a gain on AYP report data; our teachers, parents and students see the academic gains our students make every day. Our overall goal is to educate at-risk students through every creative and innovative avenue we can find.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	9	8
Percent satisfied with learning environment	87.5%	I/S	I/S
Percent satisfied with social and physical environment	75.0%	I/S	I/S
Percent satisfied with school-home relations	42.9%	I/S	I/S

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 3 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers		1.0%	6.8%
		Our School	Met State Objective
Classes not taught by highly qualified teachers		24.0%	No
Student attendance rate		96.4%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	30	100	50	34.6	15.4	0	15.4	49.8	48.2	No	Yes
Gender											
Male	17	100	60	26.7	13.3	0	13.3	43.8	41.7	N/A	N/A
Female	13	100	36.4	45.5	18.2	0	18.2	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	59.8	60	I/S	I/S
African American	20	100	61.1	33.3	5.6	0	5.6	33.8	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	22	100	55	30	15	0	15	35.8	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	30	100	61.5	26.9	7.7	3.8	15.4	46.9	45.8	No	Yes
Gender											
Male	17	100	46.7	33.3	13.3	6.7	26.7	47.9	45.6	N/A	N/A
Female	13	100	81.8	18.2	0	0	0	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	57.2	59	I/S	I/S
African American	20	100	88.9	5.6	5.6	0	5.6	29.7	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	22	100	65	20	10	5	15	32.8	31.4	I/S	I/S

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	21	100	64.7	17.6	5.9	11.8	17.6	34.1	35.7	96.4	95.9
Gender											
Male	12	100	60	20	10	10	20	36.6	37.4	95.3	95.8
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	31.3	33.8	98	96.1
Racial/Ethnic Group											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	45.2	49.2	94.8	95.9
African American	13	100	90.9	9.1	0	0	0	16.4	17	97.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	N/A	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	12.8	14	94.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	N/A	96.5
Socio-Economic Status											
Subsidized meals	16	100	71.4	14.3	0	14.3	14.3	20.4	21.1	95.9	95.2

Social Studies

All Students	18	100	52.9	35.3	5.9	5.9	11.8	30.3	34	96.4	95.9
Gender											
Male	8	I/S	I/S	I/S	I/S	I/S	I/S	33.8	36.6	95.3	95.8
Female	10	I/S	I/S	I/S	I/S	I/S	I/S	26.5	31.3	98	96.1
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	38.6	44.5	94.8	95.9
African American	13	100	69.2	30.8	0	0	0	17	19.1	97.2	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	N/A	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	10.7	14.4	94.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	N/A	96.5
Socio-Economic Status											
Subsidized meals	14	100	64.3	28.6	7.1	0	7.1	18.6	21	95.9	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	17	100	66.7	22.2	11.1	0	11.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	17	100	77.8	22.2	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S	I/S

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